

STRATEGIC SCHOOL PROFILE 2003-04

New Haven School District
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 15.6%
2000 Population: 123,626	Public School Enrollment as % of Total Student Population: 89.6%
1990-2000 Population Growth: -5.2%	Percent of Adults without a High School Diploma in 2000: 25.2%
2000 Per Capita Income: \$16,393	Adult Education Enrollment in 2002-03 School Year: 2,131
Number of Public Schools: 49	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 80
Number of Nonpublic Schools: 15	

Education Reference Group (ERG): I ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	66.5	74.1	26.6
	2002-03	67.1	71.5	25.4
% of K-12 Students with Non-English Home Language	2003-04	29.1	34.5	12.4
	1998-99	27.7	39.1	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	80.0	81.2	88.9
	1998-99	78.4	72.4	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	67.9	56.3	76.4
	1998-99	64.2	52.8	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	9.0	16.8	23.0
	1998-99	15.6	28.2	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total January Enrollment	20,694
5-Year Oct. Enrollment Change	5.8%
Projected Oct. 2008 Enrollment	
Elementary	8,883
Middle School	6,040
High School	5,790
Prekindergarten, Other	229

Race/Ethnicity (Jan.)	Number	Percent
American Indian	9	0.0
Asian American	229	1.1
Black	11,262	54.4
Hispanic	6,552	31.7
White	2,236	10.8
Other	406	2.0
Total Minority 2003-04	18,458	89.2
Total Minority 1998-99	16,915	87.5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The New Haven Public Schools (NHPS) remain committed to reducing racial, ethnic and economic isolation, teaching tolerance and celebrating our City's diversity which is reflected in our schools. Rather than relying on demographic trends to reverse urban flight and the resulting isolation, our City has taken a proactive approach to revitalizing itself. As a result we are experiencing a boom in the real estate market as young families choose to move into New Haven for its arts, university ties, international cuisine and most importantly for its widely heralded Schools of Choice program. Partnerships with twenty-four suburban school districts, Area Cooperative Educational Services (ACES) and with the Connecticut State Department of Education (SDE) have resulted in a variety of joint programs and interdistrict schools that are beginning to have a significant impact on reducing racial, ethnic and economic isolation. Presently 19 of our district's 47 schools are available to all New Haven students through application and a computerized lottery selection process with high priority given to diversity. Five new magnet schools are under development; two new interdistrict magnet high schools opened in the fall of 2003. Fall of 2004 will bring the opening of two more interdistrict magnet schools, one which will open in a brand new building in a PreK-8 format while the other moves into a swing space in its K-4 form while waiting to become a PreK-8 when its new building is completed. Our district is undergoing a \$1.1 billion school construction program. Families from near and far are anxious to come to our schools and experience innovative curricula, BEST practices by teachers, a firm commitment to literacy for all students and the promise that their children will attend school in new state of the art facilities. In addition to interdistrict magnets, intradistrict magnets, charter schools, ACES magnets, and Project Choice which are open to all students, New Haven was awarded a Voluntary Public School Choice Grant which enabled us to create five "lighthouse schools" as additional choices for students attending schools identified by the SDE as "underperforming schools." New Haven also offers a regional vocational-agriculture high school in a state-of-the-art facility on Long Island Sound. Another innovative initiative that has brought more diversity into our schools is the move to a PreK-8 format. Parents are thrilled to be able to keep their children in one school and have opportunities for preschool for all children. The NHPS have a strong anti-bullying policy, a social development component, ties with Yale Child Study and Dr. James Comer and ongoing professional development for all staff in tolerance, diversity, cultural differences and child development. Our school administrators are trained, site based managers who develop comprehensive school plans to utilize the District's resources in a fair and equitable manner. Recently, our District has been accepted as part of the Stupski Foundation's District Alliance Program. The goal of this partnership is to move our District from "good to great" by creating a Professional community of learning for our staff and setting bold goals for our children. These initiatives are what make the NHPS attractive to families within and outside of New Haven and in doing so reduce racial, ethnic and economic isolation.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	1393.8
Administrators	118.0
Library/Media Staff	39.0
Other Professionals	190.5
% Minority 2003-04	29.1
% Minority 1998-99	33.1
# Non-Certified Instructional	571.0

Average Class Size		District	ERG	State
Grade K	2003-04	22.3	20.4	18.7
	1998-99	21.1	19.4	18.6
Grade 2	2003-04	20.9	21.8	19.8
	1998-99	23.0	21.2	20.1
Grade 5	2003-04	20.4	22.3	21.4
	1998-99	21.3	21.9	21.5
Grade 7	2003-04	22.7	23.7	21.6
	1998-99	22.2	22.6	21.7
High School	2003-04	20.0	21.6	20.3
	1998-99	18.6	19.0	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.6	13.5	13.5
% with Master's Degree or Above	74.2	77.3	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	22.1	19.7	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	939	974	984
Middle School	937	968	1,014
High School	980	975	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.4	3.9	3.7
Students Per Teacher	14.7	14.3	13.8
Teachers Per Administrator	11.8	14.7	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	31.8	26.3	34.6

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	21	23.5	23.4	54.3
Writing	34	44.0	41.2	65.8
Mathematics	31	37.0	29.4	57.6
All Three Tests	13.1	16.9	14.5	42.3
Grade 6 Reading	22	26.8	27.9	61.9
Writing	27	38.3	34.7	62.2
Mathematics	21	27.9	31.1	62.0
All Three Tests	11.2	16.1	16.0	46.4
Grade 8 Reading	29	31.1	35.1	66.7
Writing	27	34.2	35.0	61.8
Mathematics	16	19.2	20.9	56.3
All Three Tests	10.1	12.1	14.0	45.7
Participation Rate	92.7	97.0	95.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	20	22.6	19.2	48.0
Writing Across the Disciplines	24	26.4	25.6	53.7
Mathematics	13	14.2	13.4	46.1
Science	12	16.5	15.9	47.4
All Four Tests	4.0	6.7	6.4	27.7
Participation Rate	78.4	85.9	89.2	96.9



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SAT[®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	68.4	73.9	63.7	76.2
Mathematics: Average Score	395	394	412	508
Mathematics: % Scoring 600 or More	4.5	5.7	6.5	23.8
Verbal: Average Score	406	407	415	504
Verbal: % Scoring 600 or More	7.6	6.8	5.8	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	17.7	22.2	9.5
2002-03 Annual Rate for Grades 9 through 12	4.3	5.9	2.1
1997-98 Annual Rate for Grades 9 through 12	6.8	9.3	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2003	700	75.9	78.2	80.3
	1998	530	78.5	69.7	76.7
Employed or in Military	2003	125	13.6	14.4	15.7
	1998	75	11.1	17.6	17.8
Unemployed	2003	13	1.4	1.9	1.1
	1998	60	8.9	8.8	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$150,397	\$7,399	\$6,046	\$6,788	\$6,036
Instructional Supplies and Equipment	\$5,035	\$248	\$249	\$295	\$252
Improvement of Instruction and Educational Media Services	\$9,645	\$474	\$386	\$548	\$376
Student Support Services	\$7,279	\$358	\$583	\$508	\$580
Administration and Support Services	\$27,163	\$1,336	\$1,051	\$1,168	\$1,061
Plant Operation and Maintenance	\$27,111	\$1,334	\$998	\$1,102	\$992
Transportation	\$13,309	\$636	\$468	\$503	\$470
Costs for Students Tuitioned Out	\$11,412	N/A	N/A	N/A	N/A
Other	\$2,491	\$123	\$120	\$119	\$117
Total	\$253,842	\$12,245	\$10,129	\$11,369	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$79,382	\$3,905	\$1,132	\$1,415	\$1,177
Adult Education	\$2,993	\$1,405	N/A	\$1,200	\$996

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	21.8	65.6	11.8	0.8
Without School Construction	23.3	60.1	15.4	1.1

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$10,885	2.9	\$9,467	0.5	\$8,306	3.6
Salaries and Benefits	\$8,168	1.2	\$7,648	0.0	\$6,848	3.9
Supplies	\$599	8.3	\$514	-8.5	\$431	1.4
Equipment	\$63	-16.0	\$130	26.2	\$125	-3.8
High School						
Total	\$9,342	5.9	\$9,741	4.9	\$9,192	3.3
Salaries and Benefits	\$7,005	5.2	\$7,601	5.0	\$7,406	3.7
Supplies	\$526	12.9	\$545	-0.7	\$504	1.8
Equipment	\$66	-21.4	\$157	-7.6	\$153	-11.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Equitable financial and human resources for all of our students and schools are ensured by the implementation of a comprehensive, participatory plan. Consistency in goals and resources are driven by the district Consolidated Grant process. The budget process is designed to provide input at the local school level with staff, parents and others and is presented to the Superintendent and his staff at individual meetings for review, modification and approval. The "Kids First" common theme that drives the equitable distribution of resources is the improvement of student achievement. All schools are site-based and utilize the Comer Model School Planning and Management Team (SPMT) for school governance. The magnet and schools choice programs utilize a lottery system to ensure equitable educational opportunities for all children. Classroom teachers are supported through district wide professional development and targeted human resources at the school level. School based health clinics continue to increase in the district. Our \$1.1 billion Citywide School Construction Program is on target to renovate or rebuild every school in the district with state of the art facilities by the year 2011.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Improvements in Student Performance and Achievement

Improving student achievement, especially early literacy, is a fundamental goal of New Haven Public Schools. The administration, curriculum directors, teachers and parents work together to offer a comprehensive standards-based curriculum in line with indicators outlined by the Connecticut State Department of Education. To facilitate the work of reading specialists in the early grades, New Haven administers various assessments such as the DRA, the Concepts About Print, Letter Identification and phonics measures throughout the year.

New Haven has posted steady improvements in Reading, Writing and Mathematics at grades 4, 6 and 8. In 2003, students showed a surge in Writing in all grades, particularly in 4th grade where the percentage of students placing at goal level went from 35 percent in 2002 to 44 percent in 2003. These 2003 gains were on top of our 2002 CMT results which showed increased achievement in every grade and in every subject area. In addition to the CMT, elementary and middle school students also take mathematics assessments at the end of each six-week period as well as off-year Reading CMTs in grades 3, 5 and 7 during the spring. New Haven bilingual personnel administer the many assessments mandated to chart the progress of Early Language Learners in the district.

The Connecticut Academic Proficiency Test (CAPT) is given to all tenth graders each spring. While results fluctuate somewhat from year-to-year, a comparison of the percentage of students at goal in 2004 has increased, sometimes substantially, compared to the percentage of students at goal in 2001. Of particular interest is New Haven's forward progress in Science, from 12 percent at goal in 2001 to 17 percent by 2004, and in Writing which improved by three percentage points during the same interval.

New Haven's SAT scores, which had reflected steady improvement year-to-year, culminated in 2004 in statistically significant 5-point increases in the district average for both Verbal and Mathematics. The fact that the number of SAT takers has increased each year since 2000 underscores the robustness of improvements in performance.

Needs and Improvement Plans

New Haven has been awarded a substantial grant from the Stupski Foundation of Mill Valley, California that includes both monies and expert consultants to aid in the "bold goals" cobbled by district policy-makers. The bold goals are a set of highly ambitious expectations regarding the district's early learning programs, graduation rates, state test scores and gains in social-emotional development.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.nhps.net/